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ABSTRACT

This teacher's guide was developed for use with "The Vegetable Bowl," a unit designed to encourage elementary school children to eat a variety of vegetables. The unit is designed for ten lessons; however, the sequencing and time used in the classroom may be adapted to the individual needs of the students. Instructional materials include: a student booklet; a colored slide film entitled "The Vegetable Bowl;" and a filmstrip entitled "The Vegetable and Food Group." Learning activities are categorized as follows: vegetable identification; vegetable source; and vegetable experiences. A lesson outline of the Vegetable Bowl unit, including objectives and learning activities, is presented. The learning activities include the following: vegetable recipes, planting ideas, food models, field trips, and games. Also included are teacher evaluation forms, student pre- and posttest references, nutrition and food resources, and a model of the student booklet. (BT)

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The Vegetable Bowl

TEACHER'S GUIDE

SE 022 641

VEGETABLE BOWL

Teacher's Guide

Nancy Harris

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Gainesville, Florida

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VEGETABLE BOWL-TEACHER'S GUIDE

Introduction

Ronald Deutsch reports in his book The Family Guide to Better Food and Better Health that when the diets of 3,444 preschool children were studied, it was found that the consumption of fruits and vegetables was lacking.[1] The recommended allowance for a school child is one to two servings of green and/or yellow vegetables; one serving of citrus fruits, tomatoes, or other good sources of Vitamin C; and one serving of potatoes or other fruits and vegetables. The Basic Four Food Groups recommends four servings of fruits and vegetables daily.

Because of the frequent lack of fruits and vegetables in the school child's diet, this unit is designed to introduce a variety of vegetables to the child with emphasis on their nutritional value. The child should not be encouraged to become a vegetarian, as many times the vegetarians' limited knowledge of nutrition may not provide adequate nourishment. Therefore, throughout the unit it should be emphasized that in addition to fruits and vegetables, their bodies need two to three servings of milk and milk products, one to two servings of high-protein foods, three to four servings of bread, flour, and cereals. The Basic Four Food Group simplifies this by requiring four servings of milk, four servings of bread and cereals, and two servings of meat.

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[1]Ronald M. Deutsch, The Family Guide to Better Food and Better Health, Creative Home Library, Meredith Corporation, Des Moines, Iowa, 1971, p.4.

The primary objective of this unit is to encourage the school child to eat a variety of foods. Dr. Philip L. White, Director of the Department of Foods and Nutrition, American Medical Association, notes, "If there is malnutrition in this country it is usually due to failure to choose meals from a variety of foods, rather than inability to purchase adequate and appropriate foods."[2]

Nutrition does not take place until after the food is eaten and digested by the body. In a child's mind whether a food is good or bad for him is not his prime concern. Movitation to try different foods comes through a variety of opportunities to experience food through all the senses. Hence, he can touch, taste, feel, see, cut it up, peel it, talk about it, cook it, and play with it. Through a multi-sensory approach the child develops a "feel" for foods. Once he has a "feel" and the desire to experience foods in various ways, nutritional value takes on new meaning. The facts about what foods do for a person in maintaining a healthy mind and body can be approached with recurring emphasis.

The unit that follows is designed for ten lessons; however, the sequence and length of time used in the classroom may be adapted to the individual needs of the group. In the study of vegetables the teacher is concerned with three questions: (1) What knowledge do you want students to acquire about vegetables? (2) What attitudes and feelings do you want students to acquire about vegetables? (3) What kinds of psychomotor experiences can be provided to facilitate the acquistion of knowledge and attitudes and feelings? In general, activities are categorized as follows:

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[2] Ibid., p. 7.

VEGETABLE IDENTIFICATION

1. Student draws or lists favorite vegetables
2. Mystery Bag
3. Games
4. Slides
5. Vegetable Bowl
6. Lingo Game

VEGETABLE SOURCE

1. Plant seeds or slips to watch growth of plant
2. Film, filmstrips, and slides concerning farm or garden
3. Field trip to farm or vegetable market. Followup with drawings or writing stories.
4. Library references

VEGETABLE EXPERIENCES

1. Shell beans or peas and shuck corn
2. Food preparation: make vegetable salad and vegetable soup; prepare one vegetable many ways; tasting party or smorgasbord of vegetables or relish tray
3. Sort vegetables models according to (1) color (2) size (3) shape (4) texture (5) taste
4. Art activity: vegetable prints, potato puppet, food models using salt clay, bulletin board or posters, vegetable mobile, dried bean mosaics

LESSON OUTLINE

OF

VEGETABLE BOWL UNIT

Objectives

1. To identify a variety of vegetables.
2. To identify the source of vegetables.
3. To prepare vegetables for eating.
4. To eat vegetables.

Activities for Lesson 1

a. Pretest for unit.
b. Student lists or draws pictures of favorite vegetables.
c. Read book Vegetable Bowl (see Apendix II).
d. Plant vegetables to watch growth; i.e., sweet potatoes, carrot top, or seeds.
e. Show slides for identification of vegetables.
f. References: Fun Time Window Garden, The Carrot Seed, How a Seed Grows, My Garden Grows, and How Things Grow.

Activities for Lesson 2

a. Vegetable Mystery Bag -- Students guess what vegetables are in the bag while given appropriate clues.
b. Students shell beans or peas and shuck corn.
c. Discuss shape, size, and texture of vegetables with the above experiences.
d. References: Plants That Feed Us, Carrot and Other Root Vegetables, Great Big Enormous Turnip.

Activities for Lesson 3

a. Food preparation -- Students cook vegetables from Mystery Bag.
b. Tasting Party -- Students sample vegetables.

Activities for Lesson 4

a. Play Vegetable Game -- Students try to determine what vegetable is pinned to their backs.
b. Sort vegetable Models -- Students sort according to (1) color, (2) taste, (3) texture, and (4) shape.

Activities for Lesson 5

a. Make vegetable soup -- Students help prepare food.
b. Prepare a salad or relish tray -- Students help prepare food.

Activities for Lesson 6

a. Visit a farm.
b. Go to a vegetable market.
c. See filmstrip.
d. References I Know A Farm, Children on a Farm, I Want to be a Farmer, Farm for Rent, Corn-Farm Boy, Little Farm, and Autumn Harvest.

Activities for Lesson 7

a. Discuss field trip or film strip.
b. Draw a picture and/or write a story about experience.
c. Reference. (From Lesson 6)

Activities for Lesson 8

a. Make a vegetable print.
b. Make food models.
c. Make a mobile using pictures of vegetables.
d. Make mosaics using dried peas and beans.
e. Read aloud The Sweet Patootie Doll.

Activities for Lesson 9

a. Make a salad.
b. Prepare one vegetable several ways.

Activities for Lesson 10

a. Use library references for story time.
b. Play games.
c. Post-test for unit.

Tasting Party

The purpose of the tasting party is to introduce or reintroduce vegetables to the child. To determine the child's food experiences, the evaluation form "Vegetables--Your Choice" on page 22 may be used at the beginning of the unit. An alternative activity would be to have the child list or draw vegetables he likes best. In analyzing the child's likes and dislikes and ones not eaten, foods may be selected for testing.

Preceeding experiencing a new food, the teacher may discuss how one might not like a new experience the first time, but might learn to like it if he repeats it a few times. The children should be encouraged to discover and experiment with new foods. Small portions should be offered at first with encouragement to return for seconds. A score sheet on which the child checks the foods he likes and the ones he needs to learn to like may be used.

In analyzing and in instructing the teacher should be aware of ethnic, social, and cultural influence imposed upon the dietary habits in the community in which he teaches. American cookery has been created from a composite of many countries. When settlers came they bought their favorite foods, ways of cooking, and recipes. Within the United States and within its cities and settlements as well as within families, food habits still reflect the backgrounds of other countries and cultures. Foods which are common dietary fare in one community might be totally unknown in another community. For example, in the Southwest, Spanish and Mexican dishes are still evident today. Corn is used as the basic ingredient for many dishes with a Spanish-Mexican flavor.

Food Preparation

To the young child, sensory perception experiences are an important aspect of learning. Food is perceived through the senses of taste, sight, smell, and touch. The child should not only have tasting experiences but should be encouraged to touch, smell, and see the food before and after preparation for eating. They should be involved in food preparation and serving. When the child enters into the process, he will be more inclined to eat what he prepares or at least be more receptive to tasting. Helping brings satisfaction of learning new skills and of being useful to others. A child is not skilled in food preparation; consequently, he works slowly and will have spills. Plastic knives may be used for safety, preventing cuts. Children are not always aware of heat. Care should be taken to see that the child does not burn himself. Children should work at a comfortable height. Rather than placing a child on a stool to work from the kitchen cabinet, a table top may be utilized where he may stand and work.

If a kitchen is not available for class use, then portable appliances such as a hot plate or an electric fry pan may be used.

The following recipes (p. 11 to p. 13) may be used for classroom preparation. The list of vegetables on pages 8-10 will suggest to the teacher additional activities in food preparation based upon the need to extend the concepts about the varieties of vegetables from which to choose. Students may further suggest preparation of a "favorite" to share with the group.

VEGETABLES

The following is a listing of vegetables which may serve as suggestions for use with some of the activities.

VEGETABLE	COLOR				PART OF PLANT					
	White	Yellow	Red	Green	1	2	3	4	5	6 **
Artichoke				X				X		
Asparagus				X		X				
Beans										
Wax		X								X
Green				X						X
Pole				X						X
Kidney			X							X
Chick Peas	X									X
Limas				X						X
Beets			X		X					
Broccoli				X				X		
Brussel Sprouts				X			X			
Cabbage				X			X			
Carrot		X			X					
Cauliflower	X							X		
Celery				X		X				
Corn		X								X
Cucumber				X					X	
Eggplant			Purple						X	
Endive, curly				X			X			

**Parts of Plant Code:
1. Root
2. Stem
3. Leaf
4. Flower
5. Fruit
6. Seed

VEGETABLES	COLOR				PART OF PLANT					
	White	Yellow	Red	Green	1	2	3	4	5	6**
Escarole				X			X			
Greens										
Turnip				X			X			
Mustard				X			X			
Kale				X			X			
Chard				X			X			
Collards				X			X			
Lettuce				X			X			
Mushroom	X					X				
Okra				X					X	
Onion	X				X					
Parsnip	X				X					
Peas										
Green				X						X
Cream	X									X
Blackeye	X									X
Crowder	X									X
Peppers			X	X					X	
Potatoes										
White	X				X					
Sweet		X			X					
Pumpkin		X							X	
Radish			X		X					
Rutabaga		X			X					

**Parts of Plant Code:
1. Root
2. Stem
3. Leaf
4. Flower
5. Fruit
6. Seed

VEGETABLE	COLOR				PART OF PLANT					
	White	Yellow	Red	Green	1	2	3	4	5	6**
Sauerkraut	X						X			
Spinach				X			X			
Sprouts										
Soybean	X				X					
Mung Bean	X				X					
Squash										
Yellow		X							X	
White	X								X	
Hubbard		X							X	
Patty Pan	X								X	
Zucchini	X								X	
Winter		X							X	
Tomatoes			X						X	
Turnip	X				X					

**Parts of Plant Code:
1. Root
2. Stem
3. Leaf
4. Flower
5. Fruit
6. Seed

RECIPES

Cole Slaw

1/2 medium cabbage
1 carrot
1 small onion
1/2 cup salad dressing
1 tablespoon vinegar
1 tablespoon sugar
1/4 teaspoon salt

Slice cabbage as finely as possible. Finely mince onion and grate carrot. Mix vegetables, salad dressing, vinegar, sugar, and salt. Chill. Serves 6-8.

Tossed Salad

1/2 head lettuce
2 tomatoes
1 carrot
1/2 cucumber
1 small onion

Break lettuce into bite size pieces and put in a large salad bowl. Cut tomato in wedges. Slice carrot, cucumber, and onion. Serves 6-8.

Potato Salad

4 large potatoes
1 teaspoon salt
2 hard boiled eggs, chopped
3 sweet pickles, diced
1 small onion, minced
1 stalk celery, minced
1/2 cup salad dressing
dash pepper

Wash potatoes, peel, and cook in a half cup water with 1 teaspoon salt. Boil until forktender. Cool and dice. Add eggs, pickles, onion, celery, salad dressing and pepper. Mix gently and chill. Serves 4-6 servings.

Vegetable Relish Tray

Cauliflowerets: Break cauliflower into bite-size flowerets.

Carrot curls: With vegetable parer, cut carrot into paper-thin slices. Roll up and fasten with pick until serving time.

Celery fans: Cut celery into 3-4 inch pieces. Make thin cuts almost to end of celery.

Radish Roses: Remove stem and root ends from radish. Cut petal shape from stem end almost to root end.

After preparing relishes, place in ice water until serving time. Arrange attractively on serving platter. Serve with cheese dip or put peanut butter on celery fans.

Cream of Tomato Soup

3 cups tomatoes canned or fresh
1 onion stuck with cloves
Sprig of parsley or 1/2 teaspoon parsley flakes
3 tablespoons butter
3 tablespoons flour
3 cups milk
salt dash pepper

Put tomatoes in saucepan, add onion with cloves and parsley. If tomatoes are fresh, cut up and add 1/2 cup of water. Simmer 15 minutes. Strain and put sieved pulp in saucepan and heat again.

While tomatoes are cooking, prepare cream sauce. Melt butter on low heat, blend in flour and when smooth, slowly add 3 cups of milk. Bring to a boil stirring continuously, then simmer 5 minutes. Just before serving combine cream sauce and tomato pulp, season, stir briskly and serve at once.

Vegetable Soup

2 cups water
2 beef bouillon cubes
1 teaspoon salt
2 potatoes, diced
1 carrot, diced
1 small onion, minced
1/2 cup peas, or corn, or green beans
1 can tomatoes

Bring water to a boil and add bouillon cubes and vegetables with 1 teaspoon salt. Cook until vegetables are tender. Add tomatoes and heat 5 - 10 minutes. Serves 6-8.

Planting

The source of food may be taught by letting the pupils plant seeds or slips in small containers such as egg cartons, paper cups, or cans to observe growth. After the plant has grown to 2-4 inches in height, the plant should be transplanted to a more permanent location. Although the tops of carrots or a whole sweet potato placed in water may be used to demonstrate the foliage of the plant, the plant itself will not produce another vegetable.

Food Models

Food models may be made from salt clay or cut from magazines. In addition, they may be purchased from the National Dairy Council, 111 North Canal Street, Chicago, Ill., 60606. Models may be used to make bulletin boards and mobiles as well as for teaching identification of vegetables. Pupils may sort the food models according to (1) taste, (2) shape, (3) texture, and (4) color.

Field Trips

Make arrangements in advance with an easily accessible grocery store or supermarket to visit in the produce department. A large supermarket generally employs a produce manager with whom arrangements may be made. Some areas have locally-owned produce stands which carry a variety of fruits and vegetables. These stands may be as equally desirable to visit as a grocery store or supermarket. Permission slips should be handed out to the student far enough in advance for slips to be signed by the parent or guardian and returned. Transportation

may be arranged in conjunction with the permission slip by asking the parent to indicate if they are willing to provide transportation.

Pupils should be involved in setting the standards for the conduct expected during the trip. In addition, the reasons for going should be clearly understood. This may be approached through discussion of what pupils expect to be seeing. Each child may be assigned a partner and given the name of a specific vegetable to look for in the produce area.

The field trip may be discussed upon returning to school if time permits or delayed until the next class meeting. Reporting or follow-up may be done by drawing pictures or making a written report as well as class discussion.

Games

Games are enjoyable and reinforce and extend learning. The following games are specifically related to the topic of vegetables. The games "Soup Pot" (p. 16), "Vegetable Guess" (p. 16), and "Vegetable Mystery Bag" (p. 17) reinforce identification while the game "Potato Toss" (p. 17) gives pupils an opportunity to experience a "feel" for food.

"Lingo", a bingo game about foods, is available for purchase from the U.S. Committee for U.N.I.C.E.F., 331 East 38th Street, New York, New York, 10016. Lingo teaches food identification in three languages.

Vegetable Guess

EQUIPMENT: Vegetable pictures (one for each player)
Straight pins or masking tape

DIRECTIONS: Pictures are pinned or taped to the student's back by the leader. The student tries to learn what vegetable he is by asking other players questions which can be answered by "Yes" or "No". When the player determines what vegetable he is, he places the picture on the front of his clothing. The game continues until everyone has learned his identity.

Soup Pot

EQUIPMENT: Pot or pan
25 - 50 vegetable food models or vegetable pictures
Record player with any children's marching record

DIRECTIONS: Prior to the game, the teacher will hide vegetable food models or vegetable pictures about the room. Students are divided into couples and march in a circle to music. When the music stops, all fall out of the circle and start hunting for vegetables. When a player finds a vegetable, he must shout "Hooray" run to the leader and drop his vegetables in a pot. He may continue hunting vegetables until the music starts again. As soon as the music starts, all players immediately stop hunting, get a partner, and get into line of march. Players who are unsuccessful in their hunt must take their places in the center of the circle, the "Soup Pot", while the others march around them. When the music stops again, the hunt continues. Each succeeding time the vegetables become more scarce. The number in the circle will get smaller while the number in the "Soup Pot" will get larger. Finally, the number of marchers will be reduced to one or two. The one who finds the last vegetable gets the prize or is made "Cook".

Potato Toss

EQUIPMENT: Sheet
Small round potato

DIRECTIONS: All except four players hold the sheet so it is parallel to the floor. These four players are designated as "Catchers" standing behind those holding the sheet. The game begins as the potato is tossed into the middle of the sheet. Those holding the sheet bounce the potato into the air. It is against the rules for any player who is holding the sheet to touch the potato with his hands. If he does, he must take the place of the catcher nearest him. The catchers try to get the potato or help the other catchers get it. At the same time, the players holding the sheet will try to prevent the catchers from getting it. When a catcher is able to catch the potato in his hand, the player on the right of him at the time he caught the potato becomes a catcher.

Vegetable Mystery Bag

EQUIPMENT: Vegetables (suggestions: carrot, cauliflower, corn, eggplant, green beans, peppers, radish, tomato, turnip)

DIRECTIONS: Prior to the game each vegetable is placed in a separate bag. Divide the class into two teams. Each team takes a turn trying to identify the vegetable by touch and shape. If the first team members do not identify the vegetable, the next team members get one clue* and so on until the vegetable is identified. The team identifying the most vegetables is declared the winner.

CLUES:

Carrot:	Orange, Rabbits like them, good for eyesight	Green beans:	Green, usually cooked in small pieces
Corn:	On a cob, white and yellow, milky kernels	Peppers:	Green and red, some are sweet while others are hot
Eggplant:	Deep purple, this egg did not come from a chicken	Radishes:	Red, nippy flavor, used in salads
Turnip:	Purple and white, it is a root	Tomato:	Red, eaten raw or cooked
Cauliflower:	White, good cooked or raw		

*Clues are to be given by the teacher.

Mosaics

Use dried foods - corn, peas, beans, split peas to make mosaics. Start first by drawing a design or a picture on heavy cardboard or scrap wood. Glue the dried materials with white glue to get the desired design.

Potato Print

Cut a potato in half and carve the desired design. The design should extend one-half inch into the potato half. Dip the design into tempera paint and print.

Potato Puppet

Make a hole in the potato large enough for a child's finger. Dry out the hole with a twisted paper towel. Use carved pieces of potato, cloves, or construction paper attached with a small piece of toothpick for features. Wrap a paper napkin around the child's hand for the body.

Play Dough and Modeling Clay

Combine: 1 cup salt
1 1/2 cups flour
2 tablespoons oil
1/2 cup water
a few drops of food color

Media

Prior to beginning the unit, preview the media to determine suitability for the group. Slides teaching vegetable identification, appropriate for any age level, are available from P K Yonge Laboratory School, University of Florida, Gainesville, Florida. 32601.

The filmstrip "The Vegetable and Fruit Group" is available for purchase from the Filmstrip House, Inc., 432 Park Avenue South, New York, New York, 10016.

Evaluation

Evaluation includes two parent contacts. First, a letter to the parents is sent prior to the unit informing them of the unit in order that they may be able to evaluate their child's interest and changes made during this time (see p. 20). The pretest "Vegetables--Your Choice" is also enclosed with this letter to have the parent mark their child's food preferences. This serves as a validity check with the one the child marks in the classroom. Secondly, at the close of the unit a parent evaluation is sent home for post evaluation of the program (see p. 21).

The form "Vegetables--Your Choice" is used for pretesting with the students (see p. 22). The teacher may then determine the number of vegetables the students like to eat, the number of vegetables he has not eaten, and those which he has eaten but does not like.

The teacher evaluation (see p. 23) is to be completed at the end of the unit.

Dear Parent:

Our class is beginning a unit entitled "The Vegetable Bowl." Because of a frequent lack of fruits and vegetables in the school child's diet, this unit is designed to introduce a variety of vegetables with emphasis on their nutritional value.

In order that I might be familiar with your child's food experiences, would you please complete the attached form by placing an X by the vegetables your child likes to eat, circling the ones he has not eaten, and checking the vegetables he does not like. Please return this form as quickly as possible. At the close of the unit, you will be asked to complete another evaluation form. This will help us to determine if the program makes any difference in your child's interest in foods and nutrition or if there is any change in food habits.

Yours very truly,

Dear Parent:

Our class has completed a unit entitled "The Vegetable Bowl" in which students were introduced to a variety of vegetables.

In order that this unit may be evaluated, answer the four questions by circling either "Yes" or "No" to indicate your answer. Feel free to make comments and suggestions for improvement in the space provided below. Please return this form to me as soon as possible.

Sincerely,

- -

PARENT EVALUATION
Vegetable Bowl Unit

Child's Name _____ Age _____ Date _____

1. Has your child shared information about the "Vegetable Bowl" class?	YES	NO
2. Did he seem to enjoy the unit?	YES	NO
3. Since the beginning of the "Vegetable Bowl" class, have you observed additional interest from your child in the area of foods?	YES	NO
4. Has your child tasted or tried different foods at home?	YES	NO

Comments or suggestions for improvement:

VEGETABLES--YOUR CHOICE

DIRECTIONS:

NAME _____

Age _____

Place an X by the vegetables liked.
Circle the vegetables not eaten.
Place a check (✓) by the vegetables disliked.

☐ (carrot)	☐ (tomato)	☐ (potato)	☐ (cabbage)
☐ (green beans)	☐ (radish)	☐ (eggplant)	☐ (corn)
☐ (squash)	☐ (cauliflower)	☐ (broccoli)	☐ (brussel sprouts)
☐ (turnips)	☐ (beets)	☐ (Peas)	☐ (Peppers)
☐ (lettuce)	☐ (asparagus)	☐ (cucumber)	☐ (celery)

School _____ Date _____

TEACHER EVALUATION

Name _____ School _____

Grade or Age Level _____ Number of Students _____

Check the activities you carried out with your class

_____ 1. Pretested

_____ 2. Read booklet Vegetable Bowl

_____ 3. Planted vegetables

_____ 4. Media: filmstrip, slides, etc.

_____ 5. Library references

_____ 6. Tasting Party

_____ 7. Students prepared food

_____ 8. Used food models

_____ 9. Field trips

_____10. Games

- _____ a. Soup Pot
- _____ b. Vegetable Guess
- _____ c. Vegetable Mystery Bag
- _____ d. Potato Toss
- _____ e. Lingo
- _____ f. Others, list

_____11. Art Experiences

- _____ a. Mosaics
- _____ b. Potato Print
- _____ c. Potato Puppets
- _____ d. Food Models

_____12. Others, list

13. Circle the number of the previous activities you consider to be the most valuable.

14. Have you found this unit valuable enough to use again?
Yes No

15. Did you develop or use other activities in addition to the unit? YES No

16. Comments or suggestions:

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APPENDIX I

Nutrition and Food Resources

Free or low cost items may be ordered from the following sources:

1. American Institute of Baking, 400 East Ontario Street, Chicago, Illinois, 60611.

   Elementary Teacher Kit

2. Armour Food Company, Greyhound Tower, Phoenix, Arizona, 85077.

   "Think Nutrition" (poster)

3. Barnell Loft, Ltd., 958 Church Street, Baldwin, New York, 11510.

   Work to Eat (kit)

4. Channing L. Bete Co., Inc., 45 Federal Street, Greenfield, Massachusetts, 01301.

   A-B-C's of Good Nutrition

5. Cereal Institute, Inc., 135 South LaSalle Street, Chicago, Illinois, 60603.

   a. Alexander Breakfast Secret (kit)
   b. Nutrition Cereals and You (pamphlet)

6. Del Monte Kitchens, P. O. Box 3575, San Francisco, California, 94119.

   The Big Four Daily Countdown (poster)

7. Educational Service, Standard Brands, Inc., P. O. Box 2695, Grand Central Station, New York, New York, 10017.

   a. Mr. Peanut's Guide to Nutrition (film)
   b. Complete World of Mr. Peanut (booklet)
   c. Mr. Peanut's Guide to Nutrition (booklet)
   d. Young Cooks Bake a Bread Book
   e. Our Daily Bread (booklet)
   f. Planters' Peanut Oil Presents Appliance Cooking for all Seasons

8. Florida Citrus Commission, P. O. Box 148, Lakeland, Florida, 33802.

   Teaching Kit (posters and leaflets)

9. General Mills, Inc., General Offices, Box 1113, Minneapolis, Minnesota, 55440.

   a. Developing Desirable Food Habits and Attitudes About Food (pamphlet)
   b. Learning Aids from Betty Crocker (pamphlet)

10. Home Economics Service, Community Service Society, 105 East 22nd Street, New York, New York, 10010.

    Bring These Four To Your Table Everyday

11. National Dairy Council, 111 North Canal Street, Chicago, Illinois, 60606.

    Catalog to purchase pamphlets, posters, kits, food models, and filmstrips.

12. National Live Stock and Meat Board, 36 South Wabash Avenue, Chicago, Illinois, 60603.

    Foods to Grow On (booklet)

13. United Fresh Fruit and Vegetable Association, 777 14th Street, N.W., Washington, D.C., 20000.

    a. Looking at Nutrition Twelve Ways
    b. Jane and Jimmy Learn About Fresh Fruits and Vegetables

14. U. S. Department of Agriculture, U.S. Government Printing Office, Washington, D.C., 20000.

The Vegetable Bowl

MODEL OF STUDENT BOOKLET

WRITTEN BY NANCY HARRIS
ILLUSTRATED BY NANCY PELLICER

P. K. YONGE LABORATORY SCHOOL
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA 32601

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COMMENTS

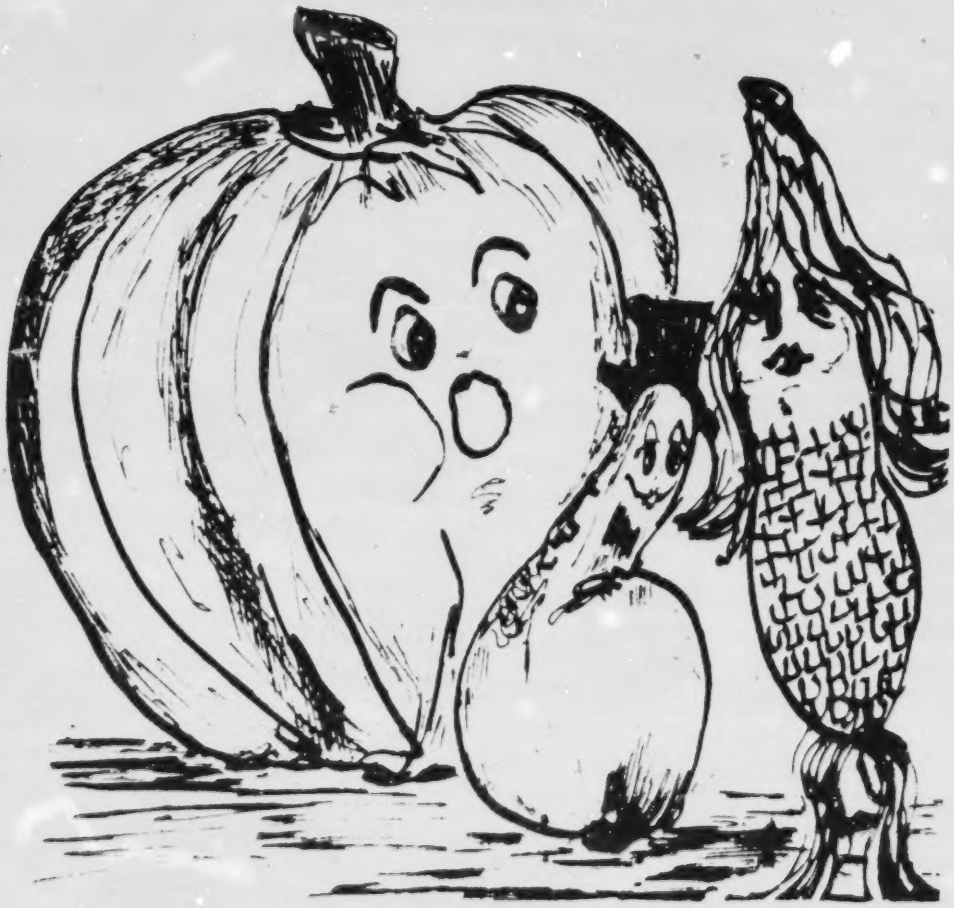
IT WAS THAT TIME OF THE YEAR AGAIN. IT WAS THE TIME THAT WAS ALWAYS LOOKED FORWARD TO AS THE HIGHLIGHT OF THE SEASON. IT WAS VEGETABLE BOWL TIME. ONLY THE FINEST OF VEGETABLES WERE INVITED. THERE WAS LARRY LETTUCE ESCORTING SUZY TOMATO. WHEN THEY ADDED THE DRESSING, THEY MADE THE MOST CHARMING SALAD.

COMMENTS

MR. SPUDZY POTATO PROBABLY WAS THE FAVORITE OF THE VEGETABLE BOWL. HIS FAMILY INCLUDED MASHED POTATO, JON FRENCH FRY, AND MERRY BAKED POTATO.

COMMENTS

THE MOST RESPECTED VEGETABLES AT THE VEGETABLE BOWL WERE THE ONES THAT ADDED COLOR TO THE HOLIDAY. VEGETABLES THAT CAME IN THEIR SUNNY YELLOW DRESSES INCLUDED SAMMY SQUASH, PETER PUMPKIN, AND CAROLINE CORN.



COMMENTS

THE GREEN FAMILY DRESSED IN THEIR LEAFY BEST. SPINACH, CABBAGE, AND COLLARD GREEN KNEW THAT THEY MADE AN OUTSTANDING CONTRIBUTION TO THE VEGETABLE BOWL.

COMMENTS

BETTY BEAN CAME ALL THE WAY FROM SEEDTOWN, U.S.A. TO LEAD RED RADISH AND TOMMY TURNIP WHO WERE ROOTING FOR THEIR COMMUNITY OF ROOTVILLE.

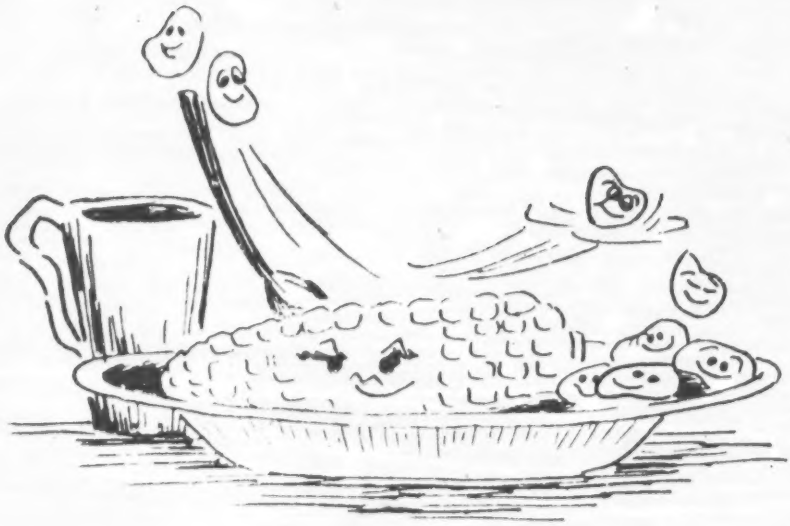
COMMENTS

No Vegetable Bowl could have been held without the help of Cathy Cauliflower who listened to everyone's wishes for making the next year's bowl the best ever held.

COMMENTS

IT WAS MR. COOK THAT WAS RESPONSIBLE FOR THE SUCCESS OF THE VEGETABLE BOWL.

COMMENTS



SOME VEGETABLES COULD BE SERVED BY THEMSELVES. OTHER VEGETABLES LIKED TO BE COMBINED WITH FRIENDS SUCH AS LIMA BEAN AND CAROLINE CORN.

COMMENTS

AFTER ALL THE STEW OF THE EVENT, THE MOST IMPORTANT MISSION OF THE VEGETABLE BOWL WAS TO GET THESE FINEST OF VEGETABLES TO ALL BOYS AND GIRLS WHO WANTED TO BE HEALTHY AND STRONG.

COMMENTS

IF YOU WANT TO MEASURE UP, CHOOSE MANY FROM THE VEGETABLE BOWL.